Aligning and Deepening Instruction

Vocabulary
Learning Targets

➔ Identify key terms and concepts in social studies

➔ Identify effective strategies for vocabulary acquisition

➔ Intentionally plan multiple opportunities for students to make meaning of vocabulary terms and concepts
Essential Outcomes

**Endurance**

Are students expected to retain this knowledge beyond the unit or course?

**Leverage**

Will the student be able to apply this concept in more than one subject?

**Readiness**

Is this concept essential in the next course or grade level?
Marzano’s Characteristics of Effective Vocabulary Instruction

Characteristic 1: Does not rely on definitions

Characteristic 2: Represent words in linguistic and non-linguistic ways

Characteristic 3: Involves the gradual reshaping of word meanings through multiple exposures

Characteristic 4: Teaches word parts to enhance students’ understanding of terms

Characteristic 5: Requires different types of instruction for different types of words

Characteristic 6: Provides opportunities for students to discuss the terms they are learning

Characteristic 7: Allows students to play with words

Characteristic 8: Focuses on terms that enhance academic success
Characteristic 1

Does not rely on definitions

Descriptions, not definitions

Everyday language

Mirriam-Webster’s Learner’s Dictionary
Collins COBUILD English Language Dictionary
Characteristic 1: Does not rely on definitions

**Describe Describe Draw**

In partners:

- Students silently and independently read the word
- Partner A describes to Partner B; then
- Partner B describes to Partner A; then
- Partners independently draw the word
- Partners share and describe their drawings
Characteristic 1: Does not rely on definitions
Describe Describe Draw

Peninsula
Characteristic 1: Does not rely on definitions

Describe Describe Draw

Peninsula

Florida

Land with water on three sides
Characteristic 2

Represent words in linguistic and non-linguistic ways

Linguistic (language-based) and non-linguistic (imagery-based) representations

Pictures, pictographs, movement, motions

Create mental pictures of new words
Characteristic 2: Represent words in linguistic and non-linguistic ways

Pictowords
Characteristic 2: Represent words in linguistic and non-linguistic ways

**Motion**

*Remembering the Bill of Rights hand signals*

**Song**

*The Amendment Song*
Characteristic 3

Involves the gradual shaping of word meanings through multiple exposures

- Vocabulary knowledge deepens over time
- Process words multiple times in a variety of ways
- Linguistic and non-linguistic, identify similarities and differences, compare, classify, categorize, create metaphors and analogies
Characteristic 3: Involves the gradual shaping of word meanings through multiple exposures

Multiple opportunities to make meaning

World Wall
- Cause/effect
- Era/event
- Connection

Sentence stems
- Analogies
Characteristic 4

Teaches word parts to enhance students’ understanding of terms

Use prefixes and suffixes to determine meaning of unknown words

*Connect words with similar Greek and Latin roots*

- “pop” - people (population, popular)
- “demo” - people (democracy, democratic)
- “fac” - make (factory, manufacture)
- “re” - again and/or back (return, remake)

*NOT memorizing lists of Greek and Latin roots, prefixes, and suffixes*
Characteristic 4: Teaches word parts to enhance students’ understanding of term

Word Webs

Similar words
Characteristic 5

Requires different types of instruction for different types of words

Difference between nouns and verbs
  - Concrete vs. abstract nouns
  - Proper vs common nouns

Particularly important for English learners
Characteristic 5: Requires different types of instruction for different types of words

List Group Label

Teacher provides a vocabulary term

Students brainstorm words related to the vocabulary term (one term per post it)

In partners, students group brainstorm words

Still in partners, students label categories

Students write 1-2 sentences about how the labels they created connect to the original vocabulary term
Characteristic 5: Requires different types of instruction for different types of words

List Group Label

Revolution

Write down everything you know about revolution.
One thought per post it.
Characteristic 5: Requires different types of instruction for different types of words

List Group Label

Teacher provides a vocabulary term

Students brainstorm words related to the vocabulary term (one term per post it)

In partners, students group brainstorm words

Still in partners, students label categories

Students write 1-2 sentences about how the labels they created connect to the original vocabulary term
Characteristic 5: Requires different types of instruction for different types of words

List Group Label

Vocabulary Sort
Characteristic 6

Provides opportunities for students to discuss the terms they are learning

- Gain deeper understanding
- Increase probability words will be stored in permanent memory
- Academic conversations
- Sentence prompts
Characteristic 6: Provides opportunities for students to discuss the terms they are learning

Vocabulary Walk

Rotation 1: List what you know about the term or concept
Rotation 2: Again list what you know about the term or concept
Rotation 3: Provide an example and non-example of the term (processing)
Rotation 4: Write a question you have about the term or concept

Reflection: Provide opportunity for students to make connections with the terms (drawing, writing, etc.)
Characteristic 7

Allows students to play with words

Games
Manageable challenge
Learning can be fun
Characteristic 7: Allows students to play with words

Vocabulary Pyramid Game

- Partner A receives notecard with concept or term
- Partner B does not see the notecard!
- Partner A provides clues until Partner B guess term

Taboo

- Same procedure but notecards include key words that cannot be used in description
Characteristic 8

Focuses on terms that enhance academic success

Critical to academic success (essential outcomes)

- Endurance
- Leverage
- Readiness

* Not because it is bolded in a textbook
Characteristic 8: Focuses on terms that enhance academic success

What is essential?

Endurance

Are students expected to retain this knowledge beyond the unit or course?

Leverage

Will the student be able to apply this concept in more than one subject?

Readiness

Is this concept essential in the next course or grade level?
Thank you!

Any questions?
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